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JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: VINELAND	School: Pauline J. Petway
Chief School Administrator: DR. MARY GRUCCIO	Address: 1115 S. Lincoln Ave.
School Administrator's E-mail: mgruccio@vineland.org	Grade Levels: K-5
Title I Contact: Joanne Negrin	Principal: Jennifer Frederico
Title I Contact E-mail: jnegrin@vineland.org	Principal's E-mail: jfrederico@vineland.org
ntact Phone Number: 856 794 6700	Principal's Phone Number: 856 362 8855

Principal's Certification

wing certification must be made by the principal of the school. **Please Note:** A signed Principal's Certification must be scanned and
the submission of the Schoolwide Plan.

that I have been included in consultations related to the priority needs of my school and participated in the completion of the Scho
active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection o
I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, F

_____   _____   _____

s Name (Print)   Principal's Signature   Date

Critical Overview Elements

- The School held _____4_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ __5,597,910.90__, which comprised ____97.6____% of the school's bud
  in 2014-2015.

- State/local funds to support the school will be $ 5,726,818__, which will comprise ___98.28___% of the school's bud
  in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Academic Achievement Night	1-3	Parental strategies, reading /math		$2,500.00

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		intervention, small group and differentiated instruction, recognition of achievement		
Role Model Breakfast		Parental strategies, writing/reading intervention, small group and differentiated instruction, recognition of achievement		$3,500.00
Read Across America Evening Event	1-3	Provide instructional level reading material, parental strategies		$4,000.00
CLI grade level meetings	1-3	Improve quality of instruction, readers/writers workshop		$8,000.00
Basic Skills Staff	1-3	Differentiated instruction, small group intervention		$2,500.00

Stakeholder/Schoolwide Committee

nmittee members to develop the Schoolwide Plan.
purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be include
er/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or
ent of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A
e Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan
s as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Frederico	School Staff-Administration	Yes	Yes	Yes	
mico	School Staff-Support	Yes	Yes	Yes	
singer	School Staff-Media Specialist	Yes	Yes	Yes	
Dunlap-Vastano	School Staff-Classroom Teacher	Yes	Yes	Yes	
hony	Parent	Yes	Yes	Yes	
za	School Staff-World Lang. Teacher	Yes	Yes	Yes	
nith	School Social Worker	Yes	Yes	Yes	
	School Staff-Physical Education Teacher	Yes	Yes	Yes	
uber	School Staff - Teacher	Yes	Yes	Yes	

t	School Staff-Special Education Teacher	Yes	Yes	Yes	

Stakeholder/Schoolwide Committee Meetings

holder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the e plan; and conducts or oversees the program's annual evaluation.

er/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meeti ich the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and th valuation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on Fil
			Yes	No	Yes
	Petway School	Comprehensive Needs Assessment	x		x
	Petway School	Schoolwide Plan Development	x		x
	Petway School	Program Evaluation	x		x

s as necessary.

School's Mission

ective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these tant questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

he school's mission statement?	To create an educational community fostering collaboration among staff, paren community promoting a safe, respectful environment for all to achieve academi personally and socially.

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00.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the ...ation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic ...nt; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's acaden... particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the result... , to ensure continuous improvement of students in the schoolwide program.

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Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

id the school implement the program as planned? The program was implemented as planned.

/hat were the strengths of the implementation process? The strengths of the plan included teacher input, coaching in the

:eracy, collaborative planning, vertical teaming and updated materials.

/hat implementation challenges and barriers did the school encounter? The challenges we encountered were lack of fund

ır teacher training and scheduling.

/hat were the apparent strengths and weaknesses of each step during the program(s) implementation? The strengths of t

ogram consisted of coaching and collaboration. Model lessons provided excellent support for teachers. Vertical teaming

rovided a broader look at curricular expectations to further define grade level instruction. The weaknesses of the progran

ıe to scheduling and budgetary constraints.

ow did the school obtain the necessary buy-in from all stakeholders to implement the programs? Meetings and collabora

ere used to obtain buy in from all stakeholders

/hat were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Surveys show

:lt the programs were successful for most students.

hat were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

owed the community had mixed feelings about the success of their own child.

hat were the methods of delivery for each program (i.e. one-on-one, group session, etc.) The methods of delivery includ

oup, small group and individualized instruction.

ow did the school structure the interventions? Interventions were delivered though basic skills staff. A combination of a

odel and a pull out model was utilized.

ow frequently did students receive instructional interventions? Interventions were received 3-5 days a week for 20 – 90

hat technologies did the school use to support the program? The school used SRI, Core Flix and Journeys Think Central.

id the technology contribute to the success of the program, and if so, how? SRI monitored student achievement and grov

ading. Think Central provided necessary practice for important skills.

de a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

e number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in
Arts and Mathematics, and the interventions the students received.

Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* re proficiency (Be specific for each interventio

	2013-2014	2014-2015	Interventions Provided	Describe why the interventions did or did not re... proficiency (Be specific for each intervention...
	14		BSI, small group instruction	High mobility rate, class size, truancy rate.
	26		BSI, small group instruction	High mobility rate, class size, truancy rate.

tics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions did or did not re... proficiency (Be specific for each intervention...
	5		BSI, small group instruction	High mobility rate, class size, truancy rate.
	9		BSI, small group instruction	High mobility rate, class size, truancy rate.

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

...e number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmen... ...te assessment, and the interventions the students received.

nguage s	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions did or did not r... proficiency (Be specific for each interventi...
...garten				

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en	5		BSI, small group instruction	High mobility rate, class size, truancy rate.
	10	8	BSI, small group instruction	High mobility rate, class size, truancy rate.
	12	6	BSI, small group instruction	High mobility rate, class size, truancy rate.

atics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or result in proficiency (Be specific for each interv
arten				
n	6		BSI, small group instruction	High mobility rate, class size, truancy rate.
	4	6	BSI, small group instruction	High mobility rate, class size, truancy rate.
	3	1	BSI, small group instruction	High mobility rate, class size, truancy rate.

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Evaluation of 2014-2015 Interventions and Strategies

ons to Increase Student Achievement – **Implemented in 2014-2015**

2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiab
Students with Disabilities	Journeys Reading Program, BSI, LEADS, PLC, differentiation	Y	End of the year assessments, student grades, SRI	ESEA waiver indicates that students v disabilities increased 8.8% in ELA. The majority of students made progress t IEP Goals. Instruction is varied provic more intensive intervention and modifications when needed. All class students will be promoted to the nex based upon IEP goals. All of our stud remain in the LRE and In Class Resou setting. Final evaluation data is not a for the 2014-2015 school year. Teach working on end of the year assessme
Students with Disabilities	Everyday Math, Pinpoint Math, BSI, differentiation	Y	End of the year, student grades	ESEA waiver indicates that students v disabilities increased 14.4% in math. majority of students made progress t IEP Goals. Instruction is varied provic more intensive intervention and modifications when needed. All class students will be promoted to the nex based upon IEP goals. All of our stud remain in the LRE and In Class Resou setting. Final evaluation data is not a for the 2014-2015 school year. Teach working on end of the year assessme

Homeless	Journeys Reading Program, BSI, LEADS, PLC, differentiation	Y	End of the year assessments, student grades, SRI	Students meeting or exceeding profic NJASK increased 8.6 %. 18% of basic students exited the BSI Program. The majority of students made progress t grade level targets. BSI interventions used to increase student learning for struggling students. Final evaluation not available for the 2014-2015 scho Teachers are working on end of the y assessments and reviewing possible retentions.
Homeless	Everyday Math, Pinpoint Math, BSI, differentiation	Y	End of the year, student grades	Students meeting or exceeding profic NJASK increased 2 %. 18% of basic sk students exited the BSI Program. The majority of students made progress t grade level targets. BSI interventions used to increase student learning for struggling students. Final evaluation not available for the 2014-2015 scho Teachers are working on end of the y assessments and reviewing possible retentions.
Migrant	N/A			
Migrant	N/A			
ELLs	Journeys Reading Program, BSI, LEADS, PLC, differentiation	Y	End of the year assessments, student grades, SRI	ELL students' proficiency increased a 7% in math and ELA. 28.6% of ELL stu increased proficiency greater than ha proficiency level. 16.7% attained gra targets. Final evaluation data is not a

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				for the 2014-2015 school year. Teach working on end of the year assessme reviewing possible retentions.
ELLs	Everyday Math, Pinpoint Math, BSI, differentiation	Y	End of the year, student grades	ELL students' proficiency increased a 7% in math and ELA. 28.6% of ELL stu increased proficiency greater than ha proficiency level. 16.7% attained gra targets. Final evaluation data is not a for the 2014-2015 school year. Teach working on end of the year assessme reviewing possible retentions.
Economically Disadvantaged	Journeys Reading Program, BSI, LEADS, PLC, differentiation	Y	End of the year assessments, student grades, SRI	Students meeting or exceeding profic NJASK increased 8.6 %. 18% of basic students exited the BSI Program. The majority of students made progress t grade level targets. BSI interventions used to increase student learning for struggling students. Final evaluation not available for the 2014-2015 scho Teachers are working on end of the y assessments and reviewing possible retentions.
Economically Disadvantaged	Everyday Math, Pinpoint Math, BSI, differentiation	Y	End of the year, student grades	Students meeting or exceeding profic NJASK increased 2 %. 18% of basic sk students exited the BSI Program. The majority of students made progress t grade level targets. BSI interventions used to increase student learning for struggling students. Final evaluation not available for the 2014-2015 scho Teachers are working on end of the y

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				assessments and reviewing possible retentions.

Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiab
Students with Disabilities	Extended Day and Extended Year interventions were not available due to budget constraints.			
Students with Disabilities	Extended Day and Extended Year interventions were not available due to budget constraints.			
Homeless	Extended Day and Extended Year interventions were not available due to budget constraints.			

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Homeless	Extended Day and Extended Year interventions were not available due to budget constraints.			
Migrant	Extended Day and Extended Year interventions were not available due to budget constraints.			
Migrant	Extended Day and Extended Year interventions were not available due to budget constraints.			
ELLs	Extended Day and Extended Year interventions were not available due to budget constraints.			
ELLs	Extended Day and Extended Year interventions were not available due to budget constraints.			
Economically Disadvantaged	Extended Day and Extended Year interventions were not available due to budget constraints.			

Economically Disadvantaged	Extended Day and Extended Year interventions were not available due to budget constraints.			
	Extended Day and Extended Year interventions were not available due to budget constraints.			
	Extended Day and Extended Year interventions were not available due to budget constraints.			

Evaluation of 2014-2015 Interventions and Strategies

nal Development – **Implemented in 2014-2015**

2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiab
Students with Disabilities	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	Students meeting or exceeding profic NJASK increased 8.6 %. 18% of basic students exited the BSI Program. 100 staff demonstrated proficiency in instructional practices as evidenced k Danielson Evaluation Model in conjur with student achievement data.
Students with Disabilities	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	Students meeting or exceeding profic NJASK increased 2 %. 18% of basic sk students exited the BSI Program. 100 staff demonstrated proficiency in instructional practices as evidenced k Danielson Evaluation Model in conjur with student achievement data.
Homeless	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	Students meeting or exceeding profic NJASK increased 8.6 %. 18% of basic students exited the BSI Program. 100 staff demonstrated proficiency in instructional practices as evidenced k Danielson Evaluation Model in conjur with student achievement data.
Homeless	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	Students meeting or exceeding profic NJASK increased 2 %. 18% of basic sk students exited the BSI Program. 100 staff demonstrated proficiency in instructional practices as evidenced k

				Danielson Evaluation Model in conjur with student achievement data.
Migrant	N/A			
Migrant	N/A			
ELLs	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	Students meeting or exceeding profic NJASK increased 8.6 %. 18% of basic students exited the BSI Program. 100 staff demonstrated proficiency in instructional practices as evidenced b Danielson Evaluation Model in conjur with student achievement data.
ELLs	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	Students meeting or exceeding profic NJASK increased 2 %. 18% of basic sk students exited the BSI Program. 100 staff demonstrated proficiency in instructional practices as evidenced b Danielson Evaluation Model in conjur with student achievement data.
Economically Disadvantaged	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	Students meeting or exceeding profic NJASK increased 8.6 %. 18% of basic students exited the BSI Program. 100 staff demonstrated proficiency in instructional practices as evidenced b Danielson Evaluation Model in conjur with student achievement data.
Economically Disadvantaged	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	Students meeting or exceeding profic NJASK increased 2 %. 18% of basic sk students exited the BSI Program. 100

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				staff demonstrated proficiency in instructional practices as evidenced b Danielson Evaluation Model in conjur with student achievement data.
	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	Students meeting or exceeding profic NJASK increased 8.6 %. 18% of basic students exited the BSI Program. 100 staff demonstrated proficiency in instructional practices as evidenced b Danielson Evaluation Model in conjur with student achievement data.
	Strategies for assisting with behavior issues, PARCC Strategies	Yes	Surveys, walk-throughs, observation documentation	Students meeting or exceeding profic NJASK increased 2 %. 18% of basic sk students exited the BSI Program. 100 staff demonstrated proficiency in instructional practices as evidenced b Danielson Evaluation Model in conjur with student achievement data.

d Community Engagement Implemented in 2014-2015

2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiab
Students with Disabilities	Back to School Night, Patriot Pride Night, Multi-Cultural Night, Family Reading Night,	yes	Sign in sheets and surveys	Survey results indicate 99% of parent responded indicate that the school sc family activities in which they like to participate. 99% of respondents indic

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	Achievement Night, PARCC Information Session, AMSA information Night. Role Model Breakfast, Monthly Newsletter, website, Annual Review Meetings			communication with parents occurs i open and respectful manner. Approx 20% of parents attend family academ activities. Monthly newsletters are se parents. 85% of parents attend parer teacher conferences. 70% of parents student annual review meetings.
Students with Disabilities	Back to School Night, Patriot Pride Night, Multi-Cultural Night, Family Reading Night, Achievement Night, PARCC Information Session, AMSA information Night. Role Model Breakfast, Monthly Newsletter, website, Annual Review Meetings	yes	Sign in sheets and surveys	Survey results indicate 99% of parent responded indicate that the school s family activities in which they like to participate. 99% of respondents indi communication with parents occurs i open and respectful manner. Approx 20% of parents attend family academ activities. Monthly newsletters are se parents. 85% of parents attend parer teacher conferences. 70% of parents student annual review meetings.
Homeless	Back to School Night, Patriot Pride Night, Multi-Cultural Night, Family Reading Night, Achievement Night, PARCC Information Session, AMSA information Night. Role Model Breakfast, Monthly Newsletter, website	yes	Sign in sheets and surveys	Survey results indicate 99% of parent responded indicate that the school s family activities in which they like to participate. 99% of respondents indi communication with parents occurs i open and respectful manner. Approx 20% of parents attend family academ activities. Monthly newsletters are se parents. 85% of parents attend parer teacher conferences.

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Homeless	Back to School Night, Patriot Pride Night, Multi-Cultural Night, Family Reading Night, Achievement Night, PARCC Information Session, AMSA information Night. Role Model Breakfast, Monthly Newsletter, website, Annual Review Meetings	yes	Sign in sheets and surveys	Survey results indicate 99% of parent responded indicate that the school so family activities in which they like to participate. 99% of respondents indic communication with parents occurs i open and respectful manner. Approx 20% of parents attend family academ activities. Monthly newsletters are se parents. 85% of parents attend paren teacher conferences.
Migrant				
Migrant				
ELLs	Back to School Night, Patriot Pride Night, Multi-Cultural Night, Family Reading Night, Achievement Night, PARCC Information Session, AMSA information Night. Role Model Breakfast, Monthly Newsletter, website	yes	Sign in sheets and surveys	Survey results indicate 99% of parent responded indicate that the school so family activities in which they like to participate. 99% of respondents indic communication with parents occurs i open and respectful manner. Approx 20% of parents attend family academ activities. Monthly newsletters are se parents. 85% of parents attend paren teacher conferences.
ELLs	Back to School Night, Patriot Pride Night, Multi-Cultural Night, Family Reading Night,	yes	Sign in sheets and surveys	Survey results indicate 99% of parent responded indicate that the school so family activities in which they like to participate. 99% of respondents indic

	Achievement Night, PARCC Information Session, AMSA information Night. Role Model Breakfast, Monthly Newsletter, website, Annual Review Meetings			communication with parents occurs i open and respectful manner. Approx 20% of parents attend family academ activities. Monthly newsletters are se parents. 85% of parents attend parer teacher conferences.
Economically Disadvantaged	Back to School Night, Patriot Pride Night, Multi-Cultural Night, Family Reading Night, Achievement Night, PARCC Information Session, AMSA information Night. Role Model Breakfast, Monthly Newsletter, website, Annual Review Meetings	yes	Sign in sheets and surveys	Survey results indicate 99% of parent responded indicate that the school so family activities in which they like to participate. 99% of respondents indic communication with parents occurs i open and respectful manner. Approx 20% of parents attend family academ activities. Monthly newsletters are se parents. 85% of parents attend parer teacher conferences.
Economically Disadvantaged	Back to School Night, Patriot Pride Night, Multi-Cultural Night, Family Reading Night, Achievement Night, PARCC Information Session, AMSA information Night. Role Model Breakfast, Monthly Newsletter, website	yes	Sign in sheets and surveys	Survey results indicate 99% of parent responded indicate that the school so family activities in which they like to participate. 99% of respondents indic communication with parents occurs i open and respectful manner. Approx 20% of parents attend family academ activities. Monthly newsletters are se parents. 85% of parents attend parer teacher conferences.

	Back to School Night, Patriot Pride Night, Multi-Cultural Night, Family Reading Night, Achievement Night, PARCC Information Session, AMSA information Night. Role Model Breakfast, Monthly Newsletter, website	yes	Sign in sheets and surveys	Survey results indicate 99% of parent responded indicate that the school s family activities in which they like to participate. 99% of respondents indi communication with parents occurs i open and respectful manner. Approx 20% of parents attend family academ activities. Monthly newsletters are se parents. 85% of parents attend paren teacher conferences.
	Back to School Night, Patriot Pride Night, Multi-Cultural Night, Family Reading Night, Achievement Night, PARCC Information Session, AMSA information Night. Role Model Breakfast, Monthly Newsletter, website, Annual Review Meetings	yes	Sign in sheets and surveys	Survey results indicate 99% of parent responded indicate that the school s family activities in which they like to participate. 99% of respondents indi communication with parents occurs i open and respectful manner. Approx 20% of parents attend family academ activities. Monthly newsletters are se parents. 85% of parents attend paren teacher conferences.

Principal's Certification

ving certification must be completed by the principal of the school. **Please Note:** Signatures must be kept on file at the school. A s
e Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as requir
n of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all program
hat were funded by Title I, Part A.

_____   _____   _____

s Name (Print)   **Principal's Signature**   **Dat**

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Achievement – Reading	NJASK, TerraNova, Running Records, SRI	TerraNova data reveals a median score of 71. BSI data shows 30% of stude exited from reading supplemental instruction. 65% of students show proficier the NJASK.
Achievement - Writing	District Benchmark Testing	TerraNova data reveals a median score of 71. BSI data shows 30% of stude exited from reading supplemental instruction. 65% of students show proficier the NJASK.
Achievement - cs	NJASK, TerraNova, District Benchmark	TerraNova data reveals a median score of 69. BSI data shows 30% of stude exited from reading supplemental instruction. 80% of students show proficier the NJASK.
Community t	Surveys	Survey results indicate 99% of parents responding indicate that the s schedules family activities in which they like to participate. Approxim 20% of parents attend family academic night activities. Monthly newsletters are sent to all parents. 85% of parents attend parent te conferences.
al Development	Surveys, Walk Throughs	100% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with studer achievement data.
	Surveys	94% of surveyed staff is satisfied with administration. 99% of parents feel sta

		administration are committed to maximizing their child's potential for success
...ate and Culture	Surveys	Surveys indicate 100% parents responding are proud their child attends Petw... School and 99% feel the learning environment at Petway School is excellent ... surveys indicate 94% of respondents feel they are a part of the school and 9... they learn a lot at Petway School.
...ed Youth Services	N/A	
...ith Disabilities	NJASK, TerraNova, Running Records, SRI, District Benchmark	ESEA waiver indicates that students with disabilities increased 8.8% ... and 14.4% in math. 35% of basic skills students exited the RTI Progra... 100% of staff demonstrated proficiency in instructional practices as ... evidenced by Danielson Evaluation Model in conjunction with studen... achievement data.
...tudents	NJASK, TerraNova, Running Records, SRI, District Benchmark, Access	ELL students' proficiency increased at least 7% in math and ELA. 28.6... ELL students increased proficiency greater than half a proficiency lev... 16.7% attained grade level targets.
...dents	<mark>N/A</mark>	
...guage Learners	NJASK, TerraNova, Running Records, SRI, District Benchmark, Access	ELL students' proficiency increased at least 7% in math and ELA. 28.6... ELL students increased proficiency greater than half a proficiency lev... 16.7% attained grade level targets.
...lly Disadvantaged	NJASK, TerraNova, Running Records, SRI, District Benchmark	RTI data shows that 22% of our students were exited from supplemental inst... 49% were proficient on NJASK Reading and 72% in Math.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

...process did the school use to conduct its Comprehensive Needs Assessment? The school analyzed multiple assessment

...ures.

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process did the school use to collect and compile data for student subgroups? Disaggregated data from NJASK provided

oup information.

does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it i

ned to measure) and reliable (yields consistent results)?   Assessment data is state approved.

did the data analysis reveal regarding classroom instruction? Strengths and weaknesses are evident in all classrooms.

did the data analysis reveal regarding professional development implemented in the previous year(s)? Staff can benefit

ional professional development in targeted areas.

does the school identify educationally at-risk students in a timely manner? Staff analyzes pre-assessment data and monit

nt progress throughout the year.

does the school provide effective interventions to educationally at-risk students? Push-in supplemental instruction will be

ded for grades 1-3 in the areas of literacy. Pull-out supplemental instruction will be provided for literacy in grades 4-5 an

in all grade levels.

does the school address the needs of migrant students? N/A

does the school address the needs of homeless students? Push-in supplemental instruction will be provided for grades 1-

of literacy. Pull-out supplemental instruction will be provided for literacy in grades 4-5 and for math in all grade levels.

does the school engage its teachers in decisions regarding the use of academic assessments to provide information on an

ove the instructional program? Teachers participate in PLC and Grade Level meetings to analyze pertinent data.

does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to

ol? Transition visits help students transition.

did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? Through data analysis pr

ems and root causes are established.

ɑ separate response for each question.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

on the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete
on below for each priority problem.

	#1	#2
iority problem	Language Arts Literacy	Closing the achievement gap - students with disabilities
e priority problem st two data sources	60% of the total population is proficient on the NJASK.	33% of the Special Education population was proficie NJASK. This is a significant discrepancy compared to population.
e root causes of the	- Population mobility, English as a Second Language, lack of adequate background experiences, need for parental involvement and instructional implementation - The special education population is generally reading at least 2 years below grade level as a result of their disability. Of our 45 special education students, 31 were taught at Petway, while 14 were out of school or district placements.	- Population mobility, English as a Second Language, la adequate background experiences, need for parental involvement and instructional implementation - The special education population is generally rea least 2 years below grade level as a result of thei disability. Of our 45 special education students, taught at Petway, while 14 were out of school or placements.
or populations	All students	Students with Disabilities
ntent area missed lathematics)	Language Arts/Literacy	Language Arts
ientifically research vention to address blems	RTI, Reader's Workshop, Writer's Workshop, CLI Strategies, LEADS, Kid Biz, Waterford, Read 180, Success Maker,	RTI, Reader's Workshop, Writer's Workshop, CLI Stra LEADS, Kid Biz, Waterford, Read 180, Success Maker,
he intervention align mmon Core State	All of the programs are designed to align with the CCSS.	All of the programs are designed to align with the CC

	#3	#4
iority problem	Mathematics	
e priority problem st two data sources	Subgroups are below the Annual Progress Targets.	
e root causes of the	• Population mobility, English as a Second Language, lack of adequate background experiences, need for parental involvement and instructional implementation • The special education population is generally reading at least 2 years below grade level as a result of their disability. Of our 45 special education students, 31 were taught at Petway, while 14 were out of school or district placements.	
or populations	All Students	
ntent area missed Mathematics)	Mathematics	
ientifically research vention to address blems	RTI, Everyday Math, Singapore Math, Strategic Teaching, Voyager Math, Pinpoint Math, Success Maker	
he intervention align mmon Core State	All of the programs are designed to align with the CCSS.	

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5 Interventions to Address Student Achievement

	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Inter (i.e., IES Practice Guide or What Clearinghouse)
				ESEA §1114(b)(I)(B) strengthen the core academic program in the school;	
	Students with Disabilities	LEADS, CLI Strategies, *Journeys Reading	Teachers, Supervisors, building administration	ESEA waiver indicates that students with disabilities increased 8.8% in ELA. 35% of basic skills students exited the RTI Program. 100% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	See above
	Students with Disabilities	Everyday Math	Teachers, Supervisors, building administration	ESEA waiver indicates that students with disabilities 14.4% in math. 35% of basic skills students exited the RTI Program. 100% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	See above
	Homeless	Spotlight on English, *Journeys Reading	Teachers, Supervisors, building administration	59% of students will attain growth of at least .5 proficiency level on the access. 5% of students in the program for 4 years or less will attain a score of 4.5 on the access. 50% of students in the	Proven method for increasing stud achievement" Research available www.cliontheweb.com Research based program (3 studie Nj.gov/education/profdev/pd

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			program 5 years or more will attain a 4.5 on the access test.	
Homeless	Everyday Math	Teachers, Supervisors, building administration	Students meeting or exceeding proficiency on NJASK increased 2 %. 35% of basic skills students exited the RTI Program. 100% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	Proven method for increasing stud achievement" Research available everydaymath@uchicago.edu
Migrant	N/A			
Migrant	N/A			
ELLs	LEADS, CLI Strategies, *Journeys Reading	Teachers, Supervisors, building administration	Students meeting or exceeding proficiency on NJASK increased 8.6 %. 22% of basic skills students exited the RTI Program. 100% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	Proven method for increasing stud achievement" Research available www.cliontheweb.com Research based program (3 studie Nj.gov/education/profdev/pd
ELLs	Everyday Math	Teachers, Supervisors, building administration	Students meeting or exceeding proficiency on NJASK increased 8.6 %. 22% of basic skills students exited the RTI Program. 100% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction	Proven method for increasing stud achievement" Research available everydaymath@uchicago.edu

			with student achievement data.	
Economically Disadvantaged	LEADS, CLI Strategies, *Journeys Reading	Teachers, Supervisors, building administration	Students meeting or exceeding proficiency on NJASK increased 8.6 %. 22% of basic skills students exited the RTI Program. 100% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	Proven method for increasing stud achievement" Research available www.cliontheweb.com Research based program (3 studie Nj.gov/education/profdev/pd
Economically Disadvantaged	Everyday Math	Teachers, Supervisors, building administration	Students meeting or exceeding proficiency on NJASK increased 2 %. 35% of basic skills students exited the RTI Program. 100% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	Proven method for increasing stud achievement" Research available everydaymath@uchicago.edu
	LEADS, CLI Strategies, *Journeys Reading	Teachers, Supervisors, building administration	Students meeting or exceeding proficiency on NJASK increased 8.6 %. 22% of basic skills students exited the RTI Program. 100% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	Proven method for increasing stud achievement" Research available www.cliontheweb.com Research based program (3 studie Nj.gov/education/profdev/pd
	Everyday Math	Teachers, Supervisors, building administration	Students meeting or exceeding proficiency on NJASK increased 2 %. 35% of basic skills students	Proven method for increasing stud achievement" Research available everydaymath@uchicago.edu

			exited the RTI Program. 100% of staff demonstrated proficiency in instructional practices as evidenced by Danielson Evaluation Model in conjunction with student achievement data.	

sterisk to denote new programs.

5 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-scho</u>
ograms and opportunities, and help provide an enriched and accelerated curriculum;

	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Interv (i.e., IES Practice Guide or What Clearinghouse)
	Students with Disabilities	Extended Day and Extended Year interventions were not available due to budget constraints.			
	Students with Disabilities				
	Homeless				
	Homeless				
	Migrant				
	Migrant				

ELLs					
ELLs					
Economically Disadvantaged					
Economically Disadvantaged					

sterisk to denote new programs.

5 Professional Development to Address Student Achievement and Priority Problems

4 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to student academic achievement standards.

s	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Str (i.e., IES Practice Guide or What Clearinghouse)
	Students with Disabilities	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education
	Students with Disabilities	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education

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Homeless	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education
Homeless	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education
Migrant	N/A			
Migrant	N/A			
ELLs	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education
ELLs	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education
Economically Disadvantaged	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education
Economically Disadvantaged	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal	www.nj.gov/education

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			observations.	
	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education
	PARCC Strategies	District Supervisors	Staff demonstrated proficiency in instructional practices as evidenced by formal and informal observations.	www.nj.gov/education

sterisk to denote new programs.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

Schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the plan and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcom olwide program.

Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (b aff), or externally? How frequently will evaluation take place? The staff and administration is responsible for evaluating t hool wide program.

What barriers or challenges does the school anticipate during the implementation process? Opportunities for professional evelopment, collaboration and scheduling constraints are anticipated barriers.

ow will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Stakeholders will part meetings and collaboration.

What measurement tool(s) will the school use to gauge the perceptions of the staff? Teacher feedback, informal conversa nd surveys will gauge staff perception.

What measurement tool(s) will the school use to gauge the perceptions of the community? Informal conversations and su ill gauge community perceptions.

ow will the school structure interventions? Push-in supplemental instruction will be provided for grades 1-3 in the areas eracy. Pull-out supplemental instruction will be provided for literacy in grades 4-5 and for math in all grade levels.

ow frequently will students receive instructional interventions? Students will receive services 3-5 days per week.

What resources/technologies will the school use to support the schoolwide program? The school utilizes SMART Boards, ch boks and a multitude of programs to support the school wide program.

/hat quantitative data will the school use to measure the effectiveness of each intervention provided? NJASK/PARCC scor

ird grades, end of the year benchmark assessments, Terra Nova scores will be used to measure the effectiveness of the

terventions.

ow will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Information

sseminated at faculty meetings, grade level meetings, Back to School Night and Parent Association meetings.

a separate response for each question.

continues to show that successful schools have significant and sustained levels of family and community engagement. A
hoolwide plans must contain strategies to involve families and the community, especially in helping children do well in sc
families and the community must be involved in the planning, implementation, and evaluation of the schoolwide progra

5 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Str (i.e., IES Practice Guide or What Clearinghouse)
Students with Disabilities	Creating a collaborative partnership and providing practical research based practices to equip parents with strategies to help their children succeed.	Administration, Teachers	Parent surveys indicate 100% of respondents are comfortable speaking with their child's teacher and feel welcomed in the school. Students meeting or exceeding proficiency on NJASK increased 8.6% in ELA and 2% in math. 22% of basic skills students exited the RTI Program. Family night events for 2014-2015 include Back to School Night, Living Bully Free Evening, PARCC information night, Read Across America Evening, Achievement Night, Role Model Breakfast and Pride Night.	Many years of research indicates that key to student success at the element Research supporting a variety of parer involvement programs can be accessed http://www.eric.ed.gov/. When families become involved in the education, students, schools, and com benefit because strong home-school p help all stakeholders focus on the real high student achievement. (Caplan, 20 According to research completed by th Dept of Ed, lack of PI is the biggest pro public schools today. www.michigan.g Gallup, and Elam, 1997) Research data located on the Nati website. www.pta.org and www
Students with Disabilities	Creating a collaborative partnership and providing practical research based practices to equip parents with strategies to help their	Administration, Teachers	Parent surveys indicate 100% of respondents are comfortable speaking with their child's teacher and feel welcomed in the school.	Many years of research indicates that key to student success at the element Research supporting a variety of parer involvement programs can be accessed http://www.eric.ed.gov/. When families become involved in the

	children succeed.		Students meeting or exceeding proficiency on NJASK increased 8.6% in ELA and 2% in math. 22% of basic skills students exited the RTI Program. Family night events for 2014-2015 include Back to School Night, Living Bully Free Evening, PARCC information night, Read Across America Evening, Achievement Night, Role Model Breakfast and Pride Night.	education, students, schools, and com benefit because strong home-school p help all stakeholders focus on the real high student achievement. (Caplan, 20 According to research completed by th Dept of Ed, lack of PI is the biggest pro public schools today. www.michigan.g Gallup, and Elam, 1997) Research data located on the Nati website. www.pta.org and www
Homeless	Creating a collaborative partnership and providing practical research based practices to equip parents with strategies to help their children succeed.	Administration, Teachers	Parent surveys indicate 100% of respondents are comfortable speaking with their child's teacher and feel welcomed in the school. Students meeting or exceeding proficiency on NJASK increased 8.6% in ELA and 2% in math. 22% of basic skills students exited the RTI Program. Family night events for 2014-2015 include Back to School Night, Living Bully Free Evening, PARCC information night, Read Across America Evening, Achievement Night, Role Model Breakfast and Pride Night.	Many years of research indicates that key to student success at the elementa Research supporting a variety of parer involvement programs can be accesse http://www.eric.ed.gov/. When families become involved in the education, students, schools, and com benefit because strong home-school p help all stakeholders focus on the real high student achievement. (Caplan, 20 According to research completed by th Dept of Ed, lack of PI is the biggest pro public schools today. www.michigan.g Gallup, and Elam, 1997) Research data located on the Nati website. www.pta.org and www
Homeless	Creating a collaborative	Administration,	Parent surveys indicate 100%	Many years of research indicates that

		Teachers	of respondents are comfortable speaking with their child's teacher and feel welcomed in the school. Students meeting or exceeding proficiency on NJASK increased 8.6% in ELA and 2% in math. 22% of basic skills students exited the RTI Program. Family night events for 2014-2015 include Back to School Night, Living Bully Free Evening, PARCC information night, Read Across America Evening, Achievement Night, Role Model Breakfast and Pride Night.	key to student success at the element... Research supporting a variety of paren... involvement programs can be accesse... http://www.eric.ed.gov/.
	partnership and providing practical research based practices to equip parents with strategies to help their children succeed.			When families become involved in the... education, students, schools, and com... benefit because strong home-school p... help all stakeholders focus on the real... high student achievement. (Caplan, 20...
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Migrant	N/A			
Migrant	N/A			
ELLs		Administration, Teachers	Parent surveys indicate 100% of respondents are comfortable speaking with their child's teacher and feel welcomed in the school. Students meeting or exceeding proficiency on NJASK increased 8.6% in ELA and 2% in math. 22% of basic skills students exited the RTI Program. Family night events for 2014-2015	Many years of research indicates that... key to student success at the element... Research supporting a variety of paren... involvement programs can be accesse... http://www.eric.ed.gov/.
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			include Back to School Night, Living Bully Free Evening, PARCC information night, Read Across America Evening, Achievement Night, Role Model Breakfast and Pride Night.	Research data located on the Nati website. www.pta.org and www
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Economically Disadvantaged	Creating a collaborative partnership and providing practical research based practices to equip parents with strategies to help their children succeed.	Administration, Teachers	Parent surveys indicate 100% of respondents are comfortable speaking with their child's teacher and feel welcomed in the school. Students meeting or exceeding proficiency on NJASK increased	Many years of research indicates that key to student success at the element Research supporting a variety of parer involvement programs can be accesse http://www.eric.ed.gov/. When families become involved in the education, students, schools, and com benefit because strong home-school p help all stakeholders focus on the real

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	practices to equip parents with strategies to help their children succeed.		their child's teacher and feel welcomed in the school. Students meeting or exceeding proficiency on NJASK increased 8.6% in ELA and 2% in math. 22% of basic skills students exited the RTI Program. Family night events for 2014-2015 include Back to School Night, Living Bully Free Evening, PARCC information night, Read Across America Evening, Achievement Night, Role Model Breakfast and Pride Night.	http://www.eric.ed.gov/. When families become involved in the education, students, schools, and com benefit because strong home-school p help all stakeholders focus on the real high student achievement. (Caplan, 20 According to research completed by th Dept of Ed, lack of PI is the biggest pro public schools today. www.michigan.g Gallup, and Elam, 1997) Research data located on the Nati website. www.pta.org and www
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sterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

w will the school's family and community engagement program help to address the priority problems identified in the

mprehensive needs assessment? The school will engage the parents through various parent events focusing on areas of r

quent communication will help address the priority problem.

w will the school engage parents in the development of the written parent involvement policy? The school will work toge

:h the parent organization to develop the policy.

w will the school distribute its written parent involvement policy? The policy will be sent to parents and will appear on th

bsite.

w will the school engage parents in the development of the school-parent compact? The school will work together with t

rent organization to develop the compact.

w will the school ensure that parents receive and review the school-parent compact? Parents will be provided the compa

ginning of the school year. It will be posted on the school's website and available in the school office.

w will the school report its student achievement data to families and the community? Data will be reported through the

bsite, parent meetings, and newsletter.

w will the school notify families and the community if the district has not met its annual measurable achievement objecti

MAO) for Title III? The school will notify parents by letter and on the school website.

w will the school inform families and the community of the school's disaggregated assessment results? Results will be sh

listrict board meeting.

w will the school involve families and the community in the development of the Title I Schoolwide Plan? Parents are invit

rticipate in the development of the plan.

w will the school inform families about the academic achievement of their child/children? The school will provide familie

ogress reports and report cards. Test scores are sent home to all parents. Parent conferences are scheduled twice a year

nool provides each child with agendas to facilitate communication between the classroom teacher and families.

 what specific strategies will the school use its 2015-2016 parent involvement funds? We will utilize the funds to increas

rental participation, as well as, enhance parental knowledge in the areas of literacy and math.

a separate response for each question.

erty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly quali
his disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals i
de program meet the qualifications required by §1119. Student achievement increases in schools where teaching and lea
highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are sk
it.

s to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
who meet the qualifications for HQT, t with Title II-A	100%	The district offers competitive salaries to attract and maintain hig qualified staff. Staff is empowered and has a greater sense of eff through their collaboration at PLC meetings. Tuition reimbursem offered for those choosing to further their education.
who do not meet the qualifications consistent with Title II-A	0	
nal Paraprofessionals who meet the ions required by *ESEA* (education, core on ParaPro test)	100%	The district offers competitive salaries to attract and maintain hig qualified staff. Staff is empowered and has a greater sense of eff through their collaboration at PLC meetings. Tuition reimbursem offered for those choosing to further their education.
ssionals providing instructional e who do not meet the qualifications by *ESEA* (education, passing score on est)*	0	

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ct must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the distri
perate a Title I schoolwide program, or terminate their employment with the district.

recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these ?cial need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and r? ?lified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Respon?